North Carolina 6-Point Unit Lesson Plan

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| Subject: Theatre Arts II | Topic: Morality Plays of Medieval Europe and Morality Plays Today |
| Teacher: J. Gorski | Date: 10/10/13 |

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| Common Core Curriculum:  **Arts Education Standard 3:** *Learn to understand the arts in relation to history, culture, heritage, ideas, and lifelong learning.*  **Theatre Performance Standard 5:** *Learn to analyze theatre in terms of the social, historical, and cultural contexts in which it was created.* |

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| **Activity** | **Description of Activities and Setting** | **Materials and Time** |
| I. Focus and Review (Establish prior knowledge and/or Central concept: what is it all about?) | * Students enter the classroom and on a powerpoint, the following question is presented: “What is the Golden Rule?” * Students write down the golden rule as they know it to be. * A powerpoint review of “The Golden Rule” as it is presented in Hinduism, Judaism, Zoroastrianism, Christianity, Buddhism, Confucianism, & Islamism * A short discussion from the following questions posted on the Powerpoint: What are morals? Who makes them? How are they determined? Why are they necessary? Are morals timeless or are they temporary? | 10 Minutes  Powerpoint that includes the information mentioned.  Projector  Computer |
| II. Statement (Inform student of objectives –Set Induction /Advanced Organizer) | * Introduce on the powerpoint the following two objectives:  1. How did morality plays define societal structure in Medieval Europe? How can morality plays define our societal structure today? 2. How can theatre utilize the structure of a morality play to impact audiences today? | 2 Minutes  Powerpoint with all the information displayed |
| III. Teacher Input (Present tasks, information, and guidance) | * Students read the brief section on “Morality Plays” from History of the Theatre, Edited by Oscar G. Grockett and Franklin J. Hildy * Teacher leads a class discussion on the questions posed in the objectives.  1. Focus on the seven cardinal virtues and the seven deadly sins as they apply to creating morality plays 2. Revisit the golden rule and utilize that as the central example that transcends through the centuries. | 20 Minutes  Copies of the text book or a class set of photo copies that contain the historical information. |
| IV. Guided Practice (Elicit performance, provide assessment and feedback) | * Scripts of an abbreviated Medieval Morality play are passed out. * Students are grouped together and read allowed in a reader’s theatre format the following morality play: “How to prepare the final ending before death.” * Discussion follows on how this can be interpreted to define morals in the medieval era and now. | 25 minutes  Scripted copies of the morality play as a guided example. |
| V. Independent Practice – Seatwork and Homework (Retention and transfer) | * Students are grouped together and are to create a morality play that takes place in the 21st century, focusing on “the golden rule.” * The play is to focus on affecting a teenage audience. It must contain relevancy to 21st century themes as well as be open ended to let the audience determine the “correct path of virtue.” * Students are to script out the play, memorize, practice | 30 Minutes  Materials to write a play – either computer lab, laptops, or pen and paper |
| VI. Closure | * Assessment will be based on the students performing the play in front of an invited audience. The audience will be instructed before each play that questions will be left to ponder and that open discussion is encouraged. * Students turn in the script and perform the play. Plays are graded by a rubric which includes how well the audience responds to each morality play. | 5 Minutes—for closing discussion for the day and going over the rubric for assessment  Scenes are performed the next class day (approx. 40 minutes—depending on how many groups are presenting)  Copies of the rubric used for assessment |